



Maths Policy

OUR MISSION STATEMENT

At St Michael's Primary School we seek to nurture the whole child and instil a love of learning by inspiring young minds within a happy, caring community based on the Christian values of love; joy; kindness; peace; self-control, faithfulness, wisdom and trust.

It is our aim to develop:

- A growth mind-set towards the subject of mathematics
- A positive attitude towards mathematics
- Learners who are resilient and embrace challenge
- A secure foundation of number fluency from EYFS to Year 6
- Competence and confidence with numbers and the number system and other mathematical knowledge, concepts and skills
- Mastery in mathematics – learners who can reason, think logically and work systematically to solve problems, both independently and with others and represent calculations in a variety of ways
- Learners who can communicate using sophisticated mathematical language to articulate their understanding
- Quick recall of number facts and times tables

See calculation policy in appendix.

Our approach to teaching and learning mathematics

All children have the potential to succeed. They should have access to the same curriculum content and, rather than being extended with new learning, they should deepen their conceptual understanding by tackling challenging and varied problems.

At St Michael's Primary School, our aim is to adopt and follow the Mathematics Mastery Approach to teaching Mathematics using the White Rose Maths Hub schemes of work and planning materials. It is set out as a progression of mathematical skills and to encourage a flexible approach to teaching and learning.

Maths Policy

Adopted by the Governing Body 09.05.18

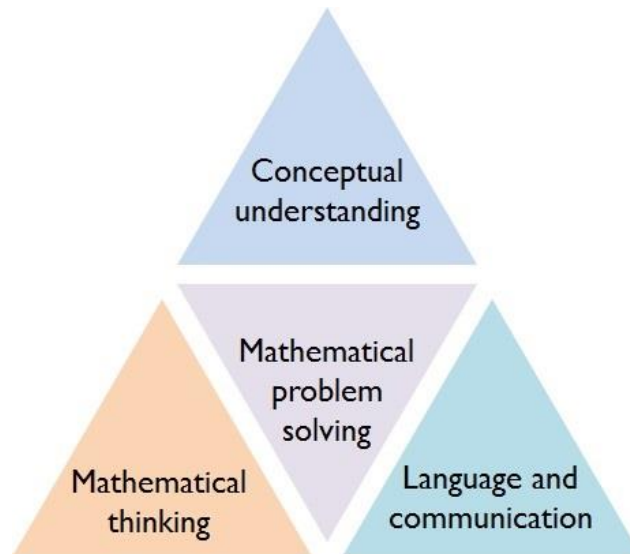
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Teachers will use their professional judgement whether to consolidate existing skills or to move onto the next concept. However, the focus will always remain on deepening understanding rather than accelerating through concepts. Particularly the emphasis will be on developing fluency, reasoning and problem solving skills.

Similarly with calculation strategies, children must not simply rote learn procedures but demonstrate their understanding of these procedures through the use of concrete materials and pictorial representations.

We aim to deliver high quality maths lessons using the following key principles:



This approach has mathematical problem solving at its heart and has three key principles, we teach children to:

1. Use spoken and written language with confidence and clarity to explain and justify mathematical reasoning.

Every lesson involves children explaining mathematics.

2. Have a deep conceptual understanding of mathematical concepts.

This is achieved through covering fewer topics in greater depth. Pupils master concepts rather than learning procedures by rote. They do this using concrete objects and pictures before moving to abstract symbols (numbers and signs).

3. Develop mathematical thinking, including generalising, classifying and comparing, and modifying.

Planning and teaching

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St Michael's Church of England Primary School, Tenterden

All teachers have been given the scheme of work from the White Rose Maths Hub and are required to base their planning around their year group's modules and not to move onto a higher year group's scheme work. These modules use the Singapore Maths Methods and are affiliated to the workings of the 2014 Maths Programme of Study.

For each of the four rules of number, different strategies are laid out, together with examples of what concrete materials can be used and how, along with suggested pictorial representations. The principle of the concrete-pictorial-abstract (CPA) approach [Make it, Draw it, Write it] is for children to have a true understanding of a mathematical concept, they need to master all three phases within a year group's scheme of work.

Provision

Pupils are provided with a variety of opportunities to develop and extend their Mathematical skills, including:

- Group work
- Paired work
- Whole class teaching
- Individual work including 1:1 tuition

Resources

Teachers can use any teaching resources that they wish to use and the policy does not recommend one set of resources over another, rather that, a variety of resources are used. We use a wide range of resources to support the teaching of maths. These include, but are not limited to, manipulatives such as Numicon, bead strings, place value cards and counters.

Assessment

All work is marked in line with St Michael's CE Primary School's Marking and Feedback Policy. Children are continuously assessed to ensure their learning moves forward at an appropriate pace. This takes place in a variety of ways including formative (on-going) and summative (testing) assessment.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The learning questions are referred to during the lesson to gauge progress and at the end of the lesson to assess progress. In order to develop independence and ownership of learning, children are encouraged to self-assess themselves against the learning objective and success criteria. Some pieces of work in mathematics can be marked by children themselves,

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exercises involving routine practice with support and guidance from the teacher – particularly in years 5 & 6.

Teachers monitor and assess children throughout the lesson, and through marking their work, identifying any misconceptions that need to be addressed.

MONITORING

Class teachers and the Leadership Team, including Governors, will continually monitor Mathematics throughout the year. Monitoring will take place in line with the Monitoring Policy and Schedule and will involve lesson observations, book and planning scrutiny. This policy will be evaluated and revised as appropriate.